

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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Opinions expressed are those of the writers and do not necessarily reflect the official positions of the Division of Industrial-Organizational Psychology unless so stated.

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Fleishman Installed Grant Elected

Dr. **Ed Fleishman** of the American Institutes for Research, Silver Spring, Maryland, was installed as the twenty-ninth president of Division 14 at the annual business meeting in Montreal, August 29. After serving a year as President-elect and as a member of the Executive Committee, Ed received the symbolic gavel from outgoing President, **Bob Guion**, of Bowling Green State University. (See the interview report from Dr. Guion elsewhere in this issue of TIP). Immediately on assuming office, Dr. Fleishman announced his appointments of committee chairmen and other key officers of the division for 1973-74.

As President-elect, Dr. Fleishman also served as Chairman of the Elections Committee. At the annual business meeting, he announced that Dr. **Don Grant** of the American Telephone and Telegraph Company had been elected President-elect of the division. Dr. Grant will serve as President-elect for 73-74 and in this capacity serve as a voting member of the Executive Committee. He assumes the presidency at the annual

meeting in 1974 and will serve for the 1974-75 year.

Other elected officers include Dr. **John Campbell**, University of Minnesota, as Member-at-Large of the Executive Committee, and Dr. **Mary Tenopyr** of A T & T as Representative to APA Council. The elected members of the Executive Committee now include, in addition to Drs. Fleishman, Guion, Campbell, and Tenopyr, Dr. **Paul Thayer**, Secretary-Treasurer, Drs. **Robert Perloff**, **Edward E. Lawler**, **Victor H. Vroom**, **Wayne K. Kirchner**, and **Frank Friedlander**.

Committee chairmen named by Dr. Fleishman for the year include: **Eugene C. Mayfield**, Committee on Committees; **Robert Pritchard**, Education and Training; **L. W. Porter**, Fellowship; **Paul F. Wernimont**, Membership; **Wayne W. Sorenson**, Professional Affairs; **C.J. Bartlett**, Program; **Frank Landy**, Public Policy and Social Issues; **Olga E. Engelhardt**, Public Relations; **Charles L. Hulin**, Scientific Affairs, **Virginia E. Schein**, Workshop; and **Art MacKinney**, Editor of TIP.

S. RAINS WALLACE A Memorial

Psychologists everywhere, but especially those on his faculty at Ohio State University, mourn the loss and celebrate the life of S. Rains Wallace. Dr. Wallace died of cancer on August 28th in Columbus; he was 59 years old.

Rains will be remembered for his teaching. His classroom career began with his appointment as instructor in psychology at Ohio State in 1936. He taught at Tulane and Yale Universities and returned to campus teaching at Ohio State in 1970. At the Life Insurance Agency Management Association in Hartford, Connecticut, he established and

supported a large, effective educational division. But his finest teaching took place in the daily contacts he had with hundreds of friends and associates. The mark of his teaching was not just the breadth of his knowledge, the excellence of his preparation, or the skillfulness of his presentation, but it is found in the mastery, the achievement, the growth, and the understanding of his students. We all learned much from Rains.

Rains' career as a scholar began at the University of Virginia where he

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Rains Wallace's Passing Mourned

Page Two

On August 28, 1973, long-time contributor to I-O Psychology and to Division 14, **S. Rains Wallace**, died in Columbus, Ohio, after a short illness. Since 1970, Dr. Wallace had been Chairman of the Department of Psychology at Ohio State. On learning of his untimely death, Division

14 officers prepared and delivered to Mrs. Wallace the message reproduced below. Official Division 14 representatives at Dr. Wallace's funeral included his long-time friends and associates Bob Guion and Paul Thayer.

August 31, 1973

Dear Sara:

The Executive Committee of Division 14 has requested us to convey to you the feelings of Rains' friends, and to express appreciation for his many personal and scientific contributions to industrial-organizational psychology.

Rains will be remembered as a friend: a thoughtful, stimulating and delightful friend. Besides those whom Rains could have recalled, there were hundreds who felt the warmth of his greeting and were boosted by his comments on a paper or project. He gave advice without being patronizing, criticized without being arrogant, and congratulated without causing embarrassment.

Rains might have been amazed and pleased at the treasury of:

"I remember when Rains said"

"You have no idea what impact Rains' comment on my paper had."

"We were in real trouble. Thank god for Rains Wallace. He bailed us out."

and also,

"Remember the story Rains told about"

There are a lot of those.

We especially remember Rains for his contributions to industrial psychology. Others, we suspect, will recount in detail his impact on the many organizations he served: the Army, Air Force, Defense Department, Tulane, LIAMA, AIR, Ohio State, Division 14, and APA. His contributions in each case were varied and substantial, but they were always characterized by growth of the organization served, strengthening and delineating of its roles and the development of the people within it in new, exciting, and lasting ways. He inspired and provided the support for significant research. Characteristically, he encouraged publication by the fledgling researcher and frequently refused joint authorship in order to further that person's career.

Two significant works among many continue, however, to be cited and will be for many years. His Division 14 Presidential Address, "Criteria for What?" is a must for anyone writing on criterion problems. His Annual Review chapter written with Weitz, continues to be a model of scholarly integration for future reviewers.

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Rains' constant concern was the strengthening of the scientific foundations of industrial psychology. He worked toward this goal uncompromisingly in every organization he touched. He originated and obtained the funding for the Cattell Award for excellence in research design. The impact of that award has been significant; Rains' dream of better, systematic, longitudinal and important research for industrial psychology as a science has moved closer to reality as a result. The Executive Committee dedicates itself to maintaining the quality standards he set and, with gentle prodding from Rains last January, rededicates itself to a more active role in making sure that award-winning proposals will be implemented.

A full accounting of his accomplishments could fill many, many pages. Three other great contributions must be mentioned. Rains had the ability to translate complex, psychological problems and concepts into terms his audience could understand and use. Whether his audience was his peers, the military hierarchy, life insurance executives, funding agencies, or students, he could state the problems in their terms. And what an impact that talent had in gaining understanding, support and implementation of important concepts and research.

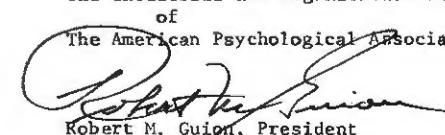
Another was his talent in inspiring--even in the briefest of encounters--people to do better than they thought they could. He was impatient with mediocrity, but he had a unique talent for recognizing the good, the potential in a person and his work. Uncommonly, he concentrated on that potential and literally inspired excellence in those who were fortunate enough to know him. That talent spread well beyond his specialty and he is well known by distinguished experimental, measurement and theoretical psychologists. He was a Renaissance man.

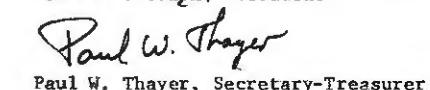
We will also remember him for his ideas; in or out of the classroom, he was a fine teacher. In small groups (formal or not), in major advisory groups, casual conversations, and in major organizations, his colleagues had the benefit of what Hoyt Anderson called, "his seminal impact." No one could count the number of studies that have been stimulated, changed, or even junked because his keen insights changed a colleague's way of thinking.

For these things and for the richness he brought to our personal lives, the Executive Committee wishes to express its thanks for being touched by a great scholar, scientist and human.

Rains lived a full, rich life. We all benefited from it. We envy, love and respect this man who lived a life of 120 years and died just short of his 60th birthday.

For The Executive Committee
of
The Industrial and Organization Div.
of
The American Psychological Association


Robert M. Guion, President


Paul W. Thayer, Secretary-Treasurer

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EEO COORDINATING COUNCIL ISSUES DRAFT GUIDELINES

In late October, many (most? all?) Division 14ers received a discussion draft copy of the "Uniform Guidelines on Employee Selection Procedures" from the new EEO Coordinating Council. This new council was created by the EEO Act of 1972 and is made up of representatives from Civil Service, EEOC, Justice, Labor, and the Commission on Civil Rights. The guidelines extend, clarify, elaborate, and generalize past regulations to the effect that all employers covered by Title VII of the 1964 act, as amended, are required to validate **all** predictors used for personnel decisions virtually without exception. As the summary preceding the guidelines states, "The Guidelines were developed to (1) assure that selection procedures do not discriminate against any group on the basis of race, color, religion, sex, or national origin; (2) improve personnel selection and placement systems on the basis of merit; and (3) set out a uniform Federal position on how these goals can best be achieved."

The fundamental requirement of the proposed guidelines seems to be that all employers covered by the act validate everything or anything that is used for the making of personnel decisions. Specifically included are such procedures as job skills assessments, work histories, interviews, assessments of whatever kind, performance evaluation, and others. The net intent seems to be to broaden the coverage of the regulations.

A brief article such as this cannot do justice to a 30 page, single-spaced, document such as the proposed guidelines. Any **TIP** reader who did not receive a copy should tap his

NEWS FROM APA COUNCIL

At the meeting of the outgoing Executive Committee in Montreal the division's senior elected representative to APA Council, **L. W. Porter**, reported in detail on activities of Council and likely future developments. A synopsis of these reveals several issues of importance that **TIP** readers should be aware of.

APA BUDGET - The budget is now just over \$6 million and it is so closely figured that an excess of only \$18,000 is anticipated. Straw votes of Council were held on the possibility \$10 and \$5 dues increases. The former was defeated by a 3 to 1 margin but the latter is still under consideration. There is continuing effort by CAPPS supporters to have a substantial excess in the budget of about \$100,000 which would be available for various legal and professional activities. (The division's Executive Committee, in an advisory action to Council Representatives, indicated opposition to a dues increase.)

CAPPS SUIT AGAINST THE BLUES - A second major issue for Council is the question of support by APA of the CAPPS suit against Blue Cross-Blue Shield. The Board of Directors has opposed such an action; Council may try to override Board action. (The division's Executive Committee opposes APA involvement in the suit.)

NEW INTERDIVISIONAL COMMITTEE - An interdivisional committee has been formed which is "concerned with professional problems", which hopes to develop a coalition of professional psychologists to represent professional-practice views in APA. The committee has asked for a meeting with President Fleishman and President-Elect Grant in regard to Division 14's potential involvement.

APA vs. CAPPS - There continues to be a great deal of tension between

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(Cont'd on page 29)

Message from the President-- Goals for the Coming Year by **Edwin A. Fleishman**

The Division has an active program in process for the coming year. I would like to share with you some of the activities now going on and some of the goals we hope to achieve in 1973-74.

As incoming President, I have been appointing the committees and developing in concert with the Executive Committee and the incoming Chairmen, the charges to these committees. This phase has now been completed. One of our goals has been to increase the base of membership involvement in Division affairs and I believe this is being accomplished. With the exception of two committees, where I felt ongoing projects needed continuity, all Chairmen are new this year. Yet, each Chairman has had experience in Division affairs relevant to his committee assignment. In appointing committee members, I consulted with incoming Chairmen, former Chairmen, reviewed the tenure and performance of present committee members, and considered the many suggested nominees from the Committee on Committees. The result was a more than 50% turnover in committee memberships, with an increased number of our younger members involved. It was not possible to place all those who volunteered for service, but consideration was given to over 300 names in the first process. The 62 individuals finally selected can consider their inclusion recognition of their potential contribution to their committee's goals. The list of Chairmen, their committees, and the names of your elected Executive Committee, are included elsewhere in this issue of **TIP**.

With respect to goals for next year, I urge the membership to review the minutes of the incoming Executive



DR. FLEISHMAN

Committee. In brief, here are some highlights:

1. Accomplish timely impact on the revision, in process, of the **Uniform Guidelines on Employee Selection Procedures**.
2. Develop criteria to assist organizations seeking qualified individuals to perform test validation studies in connection with the **Uniform Guidelines**.
3. Investigate licensing and certification laws with respect to impact on industrial/organizational psychologists.
4. Publish the **Graduate Education Guidelines** for industrial/organizational psychology.
5. List and classify industrial/organizational psychology graduate programs in accordance with the **Graduate Education Guidelines**.

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TIP TALKS TO BOB GUION

On August 30, 1973, the day following his presidential address at the annual meetings in Montreal, TIP held a brief interview with outgoing president **Bob Guion** of Bowling Green State University.

TIP: Bob, let me start by asking you how it feels to be finished with a full year of being Division 14 President and all that that implies.

Guion: It was a good experience, and I'm glad I had the experience. And I enjoyed the fun of preparing and giving a presidential address. But it is a great relief to be a "has-been".

TIP: What do you see as the major accomplishments of the division during your term as president?

Guion: I don't know that there were any really great or notable accomplishments. There certainly wasn't anything to compare with the development of the Cattell award when Rains Wallace was President, for example. I would like to have said that we got a solid program of continuing education under way. We didn't, because E & T had too many other things to do. It seems now however, to be important on its agenda this coming year, so maybe someday there will be something coming along in this area. I think it's been a very enjoyable year and I have enjoyed the way the committee chairmen have worked. The business of the Division kept getting done without any lagging anywhere. I'm particularly grateful that we had a big increase in membership while other divisions in the more basic sciences have a decreasing membership. I am particularly grateful at the kind of work done by the Professional Affairs Committee this year, and the Public Relations Committee. When I say this, this



DR. GUION

does not downgrade the kind of continuing activity of E & T or Scientific Affairs, for example, but simply that these committees have been so unusually productive this year.

TIP: What big issues do you see facing the division in the relatively near future?

Guion: The biggest issue facing the Division is the same issue that is facing the Association as a whole. It is the potentially developing schism between scientific and professional kinds in interests. We have a firm scientific heritage. What we know to apply has come out of a scientific background, and I hope that we do not move in the direction of untested organizational intervention, yet I see us potentially moving in that direction. Part of this is the very old issue that has been before us for, I suppose, a decade or more, about where should be the locus of training in industrial psychology. Part of it is due to the failure of the departments with the basic disciplines to provide a welcome

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NOTES AND NEWS

Michael T. Wood, recently of Ohio State University's department of psychology, has moved to the Human Affairs Research Center, Battell Seattle Research Center, 4000 N.E. 41st Street, Seattle, Washington 98105.

Herbert H. Meyer, has accepted a position as Professor and Director of the Industrial-Organizational Psychology Program at the University of South Florida, Tampa. He comments, "After twenty years with the General Electric Company and twenty-five years in industry, I have decided that a change might be invigorating." USF's program is Ph.D. level; referral of qualified students to this new program is needed. Write Herb at Department of Psychology, University of South Florida, Tampa 33539.

Robert Perkins, until recently director of the organizational psychology program for the National Cash Register Company, Dayton, Ohio, has moved to the Atlanta office, Hay and Associates. Bob's new address is: 17 Executive Park, Suite 570, Atlanta, Georgia.

TIP has received a preview chapter from the American Society for Personnel Administration's (ASPA) **Professional Handbook of Personnel Management and Industrial Relations**, edited by **Dale Yoder** of Cal. State, Long Beach and **Herb Heneman** of Minnesota. The chapter received is "Staffing Policies and Strategies" by **Lewis E. Albright** of Kaiser Aluminum. There are many other Division 14 members on the list of contributors; with the editor's permission, a full roster will appear in a future issue.

New York University has received a grant from the RANN Program of NSF for a project entitled "Relations between Productivity, Industrial Organization, and Job Satisfaction". The program is directed by **Ray Katzell**, Professor of Psychology at NYU and an ex-president of Division 14. Other members of the inter-

by **Art MacKinney**

disciplinary research team include **Mitchell Fein** (engineering), **Al Nash** (sociology), **Oscar Ornati** (economics), and **Daniel Yankelovich** (social research). Major components of the project include a systems concept relating organization and job variables to motivation, satisfaction, and productivity; evaluation of the validity of information; the generalizability of research findings in these areas; the policy utility of research findings in these areas. Readers are invited to submit data, information, or suggestions bearing on any aspect of this project. Write Dr. R. A. Katzell, Department of Psychology, New York University, New York, N.Y. 10003.

At the E & T Committee's Discussion Hour at the just-past convention in Montreal, it was suggested that **reports pertaining to professional practice in I-O Psychology** be included in **TIP**. These reports, without any prescribed format, would follow in concept the notion of research reporting but applied to professional practice. Your editor views this suggestion with alacrity! and herewith solicits submissions for a new **TIP** department, perhaps to be entitled "Professional Reports", or some such. Another possible new department for **TIP** which has been suggested, is a "Research Funding Clearinghouse". The idea would be for seekers to submit brief descriptions of project ideas which readers might then help to link to potential funding sources. The ideal might be for the academic researcher to thereby create a partnership in research with a full-time-in-industry member. The writer has had a long and happy association with **John Rappaport**, of Owens-Illinois which is of this general kind. Perhaps there are other such associations now operating. If you have news of one, please write me. And if you are a seeker or seekee, you should also write.

One of the most interesting quotes spoken at the Montreal convention came from **Doug (Dough?) Bray** of A T & T. The conversation pertained to education in I-O Psychology and the appropriateness of various models therefore. Bray said, "The trainers don't know the market". Doug argues for regular consultation and interaction between those who train I-O Psychologists and professional practitioners. Your editor, for one, agrees. Does this not argue for a tri-annual conference of some kind? (E & T please take note).

Your Professional Affairs Committee, **Wayne Sorenson**, Chairman, is contemplating various means to address the problem of how a client chooses a consultant for, say, a test validation project. Should the committee develop guidelines? Should the Division publish a professional services directory? Send your ideas to Dr. Wayne Sorenson, State Farm Insurance, Bloomington, Illinois.

Questions of state licensure and the appropriateness of state regulations for the practice of I-O psychology continue to rumble around. States license psychologist, including I-O psychologists. Equally certain is that the major voice on most state license boards is clinical. What kind of response from I-O is needed? What sort of changes in both the laws and the procedures are needed? Send your suggestions to the Professional Affairs Committee.

In the last issue, **TIP**, reported that **Forrest Fryer** is Chairman of the Executive Study Conference. In a future issue Forrest promises to provide readers with a full statement of ESC purposes and programs. The latest newsletter, treating organizational change and its relation to pay, describes ESC as "...a nonprofit group of business and industrial organizations...dedicated to the dissemination of information concerning human effectiveness in organizations...encourages and supports research...organizes and con-

ducts conferences...cooperates with professionals..." Write Forrest at his new address, First National City Bank of New York. The newsletter is available free of charge on request.

Ted Purcell's recent book, **Blacks in the Industrial World**, Free Press, 1972, has been sold out and is coming out (this month) in paperback. Next winter quarter, Ted will be a Visiting Professor at the Graduate School of Business Administration, University of California, Berkeley. He is presently Research Professor, Jesuit Center for Social Studies, Georgetown University, Washington.

The Midwest Organization Development Network, Dr. **Donald W. Cole**, Director, is a new association of OD professionals. Barely a year old, the association now numbers 113 members. The organization has no formal structure and no set requirements for regular membership. Meetings are held four or five times a year to: learn what other OD professionals are doing, upgrade skills, provide professional colleagueship, and develop group consulting opportunities. Dr. Cole's address is 11234 Walnut Ridge Road, Chesterland, Ohio 44026.

Gary Yukl, recently of the University of Akron, has taken a position with the Department of Management, Baruch College, City University of New York.

Word comes from **Don Grant** of A T & T that plans are underway for a 50th anniversary celebration of the Hawthorne Studies to be held in or near Chicago in November of 1974. **Paul Patinka**, Manager, Personnel Development of Western Electric has been named Chairman of the Planning Committee. The celebration will include a plant visit and a major symposium will be held. Topics for the symposium include those related directly or indirectly to the Hawthorne Studies. Moderators for the panel sessions have been selected, and speaker selection is underway. Further details will be provided in the April issue of **TIP**.

Abraham K. Korman, newly appointed Coordinator of the Organizational Behavior program at Baruch College, CUNY, has informed **TIP** that applications for Fall, 1974, are now being received. Org Behavior is a new specialization in the Ph.D. program in business, offered jointly by the departments of management and psychology. Additional faculty representation comes from sociology, anthropology, political science, and public administration. The program will be very wide-ranging, especially attractive to research-oriented students. Other members of the staff include **Benjamin Balinsky**, **Angelo Dispenzieri**, **Mortimer Feinberg**, **Shaul Ladany**, **Joel Lefkowitz**, **Aaron Levenstein**, **Sidney Lirtzman**, **Paul Loomba**, **Mahmoud Wahba**, **Gary Yukl**, **Sheldon Zalkind**, and **Lawrence Zeitlin**. Write Dr. Korman for more information: Ph.D. Program in Business, Graduate School and University Center, City University of New York, 17 Lexington Avenue, New York, N.Y. 10010.

Robert C. Nuchols, of LIAMA, Hartford, Connecticut, has been elected President-elect of Division 23, Consumer Psychology.

Readers may have noticed the recent increased advertising in **TIP**. This issue carries four ads, the largest number since the present Editor took office. Since it seems reasonable to assume that we will continue to attract ads only to the extent that revenue results from these ads, it would be very helpful if you would mention you read the ad in **TIP** when you contact these advertisers. **Say you saw it in TIP**.

General Telephone and Electronics

ADDRESS CHANGED? NOT RECEIVING TIP?

An unfortunately large number of plaintive letters continue to arrive saying that **TIP** hasn't come their way for low these many months. In addition to sympathy, letters of this kind get sent to the APA Circulation Office with appropriate snarly remarks. Since we buy address labels

has established a new Behavioral Science Research Group within GTE Laboratories, Waltham, Massachusetts. This new research group included **Michael Cooper**, **Ann Hussein**, and **David Cordea**, the latter two having joined just this year. The group is a part of the Exploratory Research Laboratory, and is working in areas such as human resources accounting, incentive systems, organizational problems diagnosis, survey research and feedback, and organizational development, all done on a research basis.

TIP has been informed by **Marv Dunnette**, Editor of the **Handbook of Industrial and Organizational Psychology**, that the Division 14 guidelines on doctoral education will not be included as a chapter in the **Handbook**. He indicates that the decision to renege on the plan was made with great difficulty but that it was dictated by the bulk and high quality of the balance of the document. Alternative publication plans for the guidelines are being made. The division's E & T Committee, **Bob Pritchard**, Chairman, is working on a shortened version for submission to the **American Psychologist**; a summary of the guidelines was published in **TIP** earlier this year. In addition, consideration is being given to publishing the guidelines in full as a supplement to a forthcoming issue of **TIP**.

Milt Hakel, Ohio State University, has been named Acting Editor of **Personnel Psychology**, replacing **S. Rains Wallace** who died this past summer. Dr. Hakel reports that one of the early 1974 issues of **Personnel Psychology** will be designated as an S. Rains Wallace Memorial Issue.

from APA, this is about the only recourse any of us have. Suggestion: perhaps it would save us all time and anguish--and maybe be more effective--if you snarl directly to APA. Circulation Office, APA, 1200 Seventeenth St., M.W., Washington, D.C. 20036.

DIVISION ELECTS FELLOWS

Barrett, Hackman, Korman elevated from Member to Fellow status by APA

By vote of the membership at the division's annual business meeting and with the approval of APA, three members were elected to Fellowship. Election requires nomination by a member of the division, full documentation of the bases for the nomination, investigation by the division's Scientific Affairs Committee, and subsequent approval both by APA and by the membership of Division 14. This year, three members were elected.

Dr. Gerald V. Barrett, Professor and Head, Department of Industrial Psychology, University of Akron. Dr. Barrett is a Western Reserve Ph.D. in 1962. He spent several years at the University of Rochester as Associate Professor and Associate Director of the Management Research Center before moving to the University of Akron this year. Dr. Barrett co-authored a book, **Man, Work and Organization: An Introduction to Industrial-Organizational Psychology**, with **Bernard Bass** of the University of Rochester. His current research deals with increasing intrinsic motivation, driving behavior and accidents, and cross-cultural research in organizational psychology.

Dr. J. Richard Hackman, Associate Professor, Yale University. Dr. Hackman holds a joint appointment in both Administrative Science and the Department of Psychology. He is an Illinois Ph.D. in 1966, a student of **Joe McGrath**, and a specialist in organizational-social psychology. He has co-authored a book, **Behavior in Organizations**, with **Lyman Porter**, and **Ed Lawler**, to be published in 1974. His current research deals

with group effectiveness and work design.

Dr. Abraham K. Korman, Professor and Coordinator of the Organizational Behavior Program, Baruch College, City University of New York. Formerly Dr. Korman was Professor in the Department of Psychology, New York University, where he began his career following his Ph.D. from the University of Minnesota. His book, **Industrial and Organizational Psychology**, is well-known for its blend of empirical fact and theoretical integration, as well as its summaries of substantial bodies of information in tabular form.

The association as well as the division membership welcome these distinguished scholars to the rank of Fellow, APA.

S. RAINS WALLACE DISSERTATION AWARD

By action of the Executive Committee at their first meeting, the division's dissertation award was renamed in honor of **S. Rains Wallace** who died on August 28 of this year. Dr. Wallace was a long-time member of Division 14, much honored for his signal contributions to both professional practice and research in the field. The 1974 dissertation award competition has been announced by the chairman of the committee, Dr. **Charles Hulin** of the University of Illinois. The award is to be given for the outstanding doctoral dissertation treating research on human behavior in organization. Entries must be sponsored by a letter of endorsement from a member of APA who is familiar with the entrant's work. Entries will be judged by the Scientific Affairs Committee. Write Dr. Hulin for a copy of the brochure which describes procedures in more detail: Department of Psychology, University of Illinois, Champaign, Illinois 61820

YETTON WINS DISSERTATION AWARD

Philip T. Yetton was announced as the 1973 Division 14 dissertation award winner at the division's annual business meeting in Montreal. The presentation was made by **John P. Campbell**, the 1972-73 chairman of the Scientific Affairs Committee. Dr. Yetton's dissertation was entitled, "Participation and Leadership Style". Dr. Yetton was presented with an appropriate certificate and a check for \$200. During a later convention session he presented an address discussing results of his dissertation research.

In addition to Dr. Yetton's award, honorable mention awards were presented to **Jeanne B. Herman** for her dissertation, "Job Attitudes and Job Behavior from Personal and Organizational Perspectives", to **Barry M. Staw** for his dissertation, "The Attitudinal and Behavioral Consequences of Changing Major Organizational Inducements: A Natural Field Experiment", and to **John Van Maanen** for his dissertation, "Pledging the Police: A Study of Selected Aspects of Recruit Socialization in a Large Urban Police Department". A total of 18 entries were received in the dissertation competition and Dr. Campbell reported that they were "of extremely high quality".

In other business from the Scientific Affairs Committee, Dr. Campbell reported that although there had been 17 entries for the Cattell Award, it was the unanimous judgment of the committee that all failed to meet at least one of the criteria specified in the competition, a condition in marked contrast to previous competitions. Thus no award was made for 1973.

COMMITTEE NOMINATIONS

NEEDED

Gene Mayfield, Chairman of the division's Committee on Committees is seeking the names of individuals who would be interested in active participation on one of the standing committees. If you know of someone who is well qualified and has indicated an interest in serving, or if you are interested, please let Gene know by February 28th. Since it is impossible to know the activities of everyone in the division, and the committee must make some judgments, Gene suggests that the letter of nomination include, but not be limited to, the following:

Nominee's name, current address, and phone number

Information regarding current activities, especially those that would enable more effective committee participation

Any other information that might help the committee in making its judgments--e.g., past committee activities outside of Division 14, names of others who are acquainted professionally or work-wise with the nominee, etc.

The number of individuals appointed to committees in any one year is, of course, limited. If you indicated an interest last year but were not appointed, don't be discouraged. If your interest continues, let Gene know. Gene's address is: Life Insurance Agency Management Association
170 Sigourney Street
Hartford, Connecticut 06105

LATE NEWS

Ohio State's Psychology Department has initiated a new **Organizational Research Service** to

provide research, consultation, communication and educational services to organizations of all kinds.

NEW MEMBERS ELECTED

At the annual business meeting in Montreal on August 29, 1973, twenty-nine new members and eight new associates were elected to membership. Their names are listed below:

MEMBERS:

Leonard Berger
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CATTELL AWARD COMPETITION ANNOUNCED

Division 14 announces its annual James McKeen Cattell Award for Research Design. This is the tenth award to be given for the best research design in which basic scientific methods are applied to problems concerning human behavior in organizations. The award carries an appropriate certificate and a \$500. prize. Each honorable mention will receive a certificate and \$100. Any member of APA is eligible to submit a design as is any person sponsored by a member. The award is given to encourage psychologists to make creative and rigorous approaches to organizational problems. Criteria include full scientific rigor, study in a bona fide organization, feasibility of execution of the design, facilitation of interaction between science and practice, and address of genuinely significant problems. The overriding objective of the research should be to advance understanding of human behavior in organizations. Entries and inquiries should be sent to Dr. **Paul Thayer**, LIAMA, 170 Sigourney Street, Hartford, Conn., 06105. The deadline date is April 15, 1974.

EXECUTIVE COMMITTEE TO MEET IN WASHINGTON

The division's Executive Committee will hold its regular winter meeting on January 20-21 in Washington, D.C. Because of the meeting of the APA Council during the preceding three days, the division gets a major price break at the Mayflower Hotel. Elected representatives and committee chairmen will attend. Members having business to come before the committee at this meeting, should contact the appropriate person no later than January 1. Items of general concern should be addressed to Secretary **Paul Thayer**, LIAMA, 170 Sigourney Street, Hartford, Connecticut 06105.

Contributions to Professional Psychology by Richard J. Campbell

Professional Psychology has survived its incubation period as an experimental journal and beginning in 1973 it became an official regular publication of the APA. As such, Professional Psychology will become the primary reporting journal in such areas as delivery of services, professional problems and ethics, and professional training.

Professional Psychology received considerable support from Division 12 during its development, but the editorial policy and practice is to cover the broad range of psychological specialities, including Industrial - Organizational. I believe it offers Division 14 members another forum for the discussion of ideas and issues, particularly those of interest to the professional practitioner.

Professional Psychology will not replace divisional newsletters, such as TIP. It is intended to reach a broader audience of applied psychologists working in a wide variety of settings: hospitals, schools, government, community agencies, et. al. Applied psychologists share common problems and challenges, and the journal provides a unique opportunity for those in different organizational settings to share information.

There are several ways in which you can make an active contribution. One is to submit full length articles for publication. Another is to contribute through the feature devoted to Industrial-Organizational Psychology, the "Roundabout". Feature articles are briefer and run approximately 1000 words. Some are written by the editor (that's me); others are contributed by individuals who want to make an early announcement of some innovative activity — research or application of research — that readers should find

of interest. Past articles have included a discussion of use of behavior modification in supervisory training (**Mel Sorcher**) and a discussion of the Mayflower Group's attempt at inter-organizational cooperation in the conduct of attitude surveys (**Howard Carlson**).

"Roundabout" also provides listings of research in progress in organizations, applications of psychological knowledge to organizational problems, and major changes in personnel or orientation of psychological staffs. The listings of research and application indicate the nature of the activity, the organization involved, and the psychologist familiar with the project. An example of such a listing is provided below:

IBM, A. I. Kraut: The Prediction of Turnover by Employee Attitudes.

J. R. Hinrichs: Value Adaptation of New Ph.D.'s To Academic and Industrial Environments — A Comparative Longitudinal Study.

The purpose of the listings is to facilitate the informal interchange of information among practitioners working in similar areas and give some indication of swings in activity of the in-house practitioners. The listings will be most useful if they are timely and comprehensive. So, let others know what you are doing. Simply send me a brief summary of your activities for publication on the "Roundabout".

Professional Psychology is still young and searching for additional ways to serve the practitioner. Both **Don Freedheim** and I are eager to learn of any suggestions or ideas you may have. I am particularly looking forward to your contributing to the "Roundabout" feature.

Notes from the Vail Conference
By Doug Bray

Professional psychology has come of age and demands explicit training programs to prepare effective professionals to serve society's many and varied needs. Such was the militant affirmation of the participants at the Vail (Colorado) Conference on Levels and Patterns of Professional Training in Psychology held in late July under a grant from the National Institute for Mental Health. The participants were a unique assemblage of one hundred psychologists selected by the Conference Steering Committee to constitute a wide sampling of the profession. Not only were the various professional fields - Clinical, Industrial-Organizational, School, and Community - represented but also a variety of roles within psychology from undergraduate student to department head, from young practitioner to employer. In addition, minority groups and women were much evidence.

The Ph.D. is not necessary for much of professional practice. In fact, said the conferees, the professional M.A. should be the journeyman level of practice. Professional degrees such as the Psy.D. and the M.A. should, however, be rooted in comprehensive knowledge of psychology. The consolation or the research assistant type of M.A. was not considered adequate preparation for practice.

Another strong theme was that preparation for a professional career must often include training and experience of a multi-cultural nature. Those whose background has been entirely majority group cannot serve Chicanos, Blacks, or other minorities without some bridging experience, and men must free themselves from sexist assumptions in working with women.

The conferees were greatly con-

cerned that those entering professional practice be competent and were dubious that present credentialism and accreditation procedures assure that competence. They proposed a special evaluation study of a sample of recent graduates of training programs. Dimensions along which the sample would be assessed would be determined by trainers, employers, and the ultimate recipients of service. Techniques of evaluation would include simulations as well as specially designed interviews and paper-and-pencil methods.

Those responsible for planning the Vail Conference realized that conference resolutions often have little practical effect. In this case, however, a Conference Follow-Up Commission is funded or two years to provide opportunity to push APA Boards and Committees, department Chairmen, funding agencies, and anyone else necessary in the direction of the resolutions. The Commission has nineteen members, nine carried over from the Conference Steering Committee and ten elected by the Conference itself.

The Conference and its Steering Committee were chaired by John Darley (University of Minnesota), who will also lead the Follow-Up Commission.

Bob Hoch was the Conference organizer (University of Michigan), while Maury Korman (University of Texas Southwestern Medical School) has the main responsibility for editing the Conference Proceedings.

Seven participants at Vail were members of Division 14. They were Lorraine Eyde, Bob Guion, Mildred Katzell, Ray Katzell, Bob Perloff, Pat Smith, and myself. Since I was a member of the Steering Committee, I am continuing on the Follow-Up Commission.

LETTERS

August 17, 1973

Mr. A. C. MacKinney
Editor
The Industrial-Organizational Psychologist
Graduate Division
Wright State University
Dayton, Ohio 45431

Dear Mr. MacKinney:

I read Richard Barrett's article in the last edition of **TIP** with the same sense of disgust he felt when he wrote it, but also with a growing sense of frustration. For just as he has worked exclusively on behalf of the plaintiffs, my work has been with employers, although I consider myself fortunate for not yet having had to appear in court on a contested selection procedure. My sense of frustration is related to this feeling of being fortunate, for I believe that I, as well as anyone reading this letter, would be hard pressed to defend most, if not all, validity studies conducted by all psychologists over the past ten years.

The problems I believe lie in a host of factors, but among the most critical are:

The concurrent and predictive validity models are inappropriate for the vast majority of present employment situations.

In jobs where the output is not physical, the available criteria are usually less defensible than the selection instruments.

While the field of industrial psychology has prided itself in developing ever more sophisticated statistical techniques, the gap between the psychologist and test user has widened instead of narrowed.

Inappropriate Models

When the concurrent and predictive validity models were developed, the use of objective testing was unknown in industry, and people had been hired on the basis of whatever arbitrary standards the employer chose to use. What a wonderful situation for a validity study!!! There is no restriction of range on the selection instruments for a concurrent study, and if the employer is told that the only way to be able to use a test is to test the applicants and ignore the scores until enough time has elapsed to do a predictive study, he might even believe you.

Today, the situation is different. Because of the inherent values in employment testing, it has become a major industry. Now, to find an employer who has not used a selection test is the exception rather than the rule. In addition, with the value of employment testing having been established "scientifically" by the psychology profession, the growing complexity of many jobs and related equipment, and the related high cost of hiring a failure, the employer is loathe to give up his opportunity to select upon some objective measure which seems to make sense to him.

Add to these problems the critical fact that most employment situations do not allow themselves to a criterion study because there are too few people in a homogeneous job to allow for anything like confident judgments. I was shocked to find out that in a state government employing over 43,500 people that there were fewer than a half dozen jobs that would lend themselves to a criterion study on the basis of numbers of incumbents.

Thus, the problems of incumbents having been preselected on the basis of tests to where the range is restricted without hope of salvation, making a concurrent study impossible, and the combination of small numbers and long waiting periods making predictive studies impossible for all practical purposes, the psychologist is left with two choices. First, he can tell the employer that any validity study that could be conducted has a low probability of showing positive results so clearly as to stand up in court and therefore recommend that he discontinue the use of tests. Or else, the psychologist can advise the employer on how to best conduct his testing program, including the procedures he should follow to select the appropriate tests, how testing conditions should be standardized, the setting of reasonable cutting scores, and even perhaps conducting a study which suggests the role the test should play in the entire selection process.

With our insistence on criterion validity studies as the only "real" way to defend a test or other selection procedure, we have made the second path one of instant disaster. Yet, we must never lose sight of the fact that validity and "demonstrated" validity are not synonymous. Testing was a boon to both industry and government because it allowed for objectivity to replace bias and favoritism. Are we as psychologist serving society if we allow testing to be discontinued because of our purist adherence to models which make the **demonstration** of validity impossible?

Criteria

Volumes have already been written on the problems of criteria, but we do not seem to believe them when we put on our standards-setting hats. In those jobs where the output is physical, such as number of pieces

assembled, there is a chance of getting an objective measure as long as the job is not machine paced, all workers are working on the same assembly, breakdowns not caused by the incumbent are accounted for, etc., etc., etc. In 10 years of working in the "real world" on dozens of selection problems, I have never come across a criterion I could not attack vehemently. The plain truth is that our criteria are often far less valid than the tests we are using to predict them. Not only that, but in the majority of cases, those where some type of rating is used, we are retreating to the same kind of possible bias that we tried to escape from with testing in the first place.

But this possibly biased, probably unreliable entity is precisely the one we worship in holding up the criterion-related study as the standard against which a program should be judged. Although our hearts are on the side of science, our techniques have just not yet arrived, and to point to the criterion study as being the one that satisfies our scientific and ethical principles is hypocrisy in its purest form.

I recently came upon an unpublished study by a past president of Division 14 which was wholly inadequate in its treatment of the criterion. My first reaction was one of outrage to think that a person of such stature would produce such superficial work, since I was working on the same problem, and knew that I would have to do much better lest I spend many sleepless nights and many days in court. My second reaction, however, was one of pity and compassion because this gentleman of unblemished reputation did the best he could within the constraints of the situation. As I delved further into the project, I realized how the tools at our disposal over the past 25 years have failed to produce a single technically-sound validity study in this particular area. Most likely, I will join my colleague in producing a

good selection program but a poor validation study because of the unavailability of an objective, relevant, inclusive criterion. Perhaps my day in court will finally arrive on this project.

The Knowledge Gap

Multiple discriminant function analysis, latent structure analysis and multi-dimensional scaling are fine research techniques. But most test users still do not understand the concept of reliability, no less how it differs from validity. If psychology is going to make a contribution to society in the form of improving man-job placements, it is not going to be by developing ever more sophisticated analytical tools. A contribution will be made by using our brains and our techniques to translate complex conceptions into easily understood procedures.

As a case in point, I would single out the concept of synthetic validity. This is a concept which was advanced at least 20 years ago, and would seem to overcome many of the problems encountered in actual employment situations, particularly the one of insufficient sample sizes. Yet, in these past 20 years, only a small handful of people have tried to advance this concept into a working reality, and the original work on clerical jobs has gone largely ignored since I can find no references to its updating. Yet, every university in the country has its psychometric specialists developing ever more sophisticated item analysis techniques which really have advanced our knowledge of selection very little.

My own experiences, particularly in state governments where literally millions of people are tested annually, have indicated a gross lack of understanding of the most basic psychometric concepts. But to go into these situations, conduct prohibitively expensive validity studies, and leave the employers with

a correlation coefficient, which they can be glad or sad about depending upon its size, is to do a great disservice to society. Rather, we should be teaching these employers to make selection decisions in the most valid way we know how **even in the absence of a specific validity study**. Surely, the hundreds or perhaps thousands of studies conducted thus far have taught us something about what kinds of abilities are needed to perform what types of tasks. Again, if we cannot recommend some type of standardized procedure, we are surrendering to the capricious whims of the employer or the courts, neither of which can be relied upon to do a better job of placement than we can.

The Influences Upon Us

The resources that any employer, public or private, can put into selection, or the resource granting bodies can put into research, are not unlimited. As long as we continue to deify the criterion study as the only scientific demonstration of test-performance relationships, those limited resources will continue to flow in that direction. This process will only serve to increase the knowledge gap and put the money into dead end streets. And let us not point the finger at the courts for putting us in this position. It is we who have set the standards that the courts have adopted. It is time for us to face the problem squarely, and stop kidding ourselves that we are sitting on top of a science. At best, we have an art form with some scientific foundation, but even that foundation is not all that broad.

The profession must begin to go on record in stating what kinds of abilities are related to specific types of job requirements. If we need to organize ourselves to codify all the present information available in order to make such statements, than by all means we should do so. But we should hang our heads in shame if we cannot at this point in time state un-

categorically that a bookkeeper needs good numerical skills. It is toward making these judgments and then leading employers to make the same judgments that we should be directing our efforts.

Further, we must provide some firm guidance on how cutting scores should be established even though there is no "scientific" answer to that problem. We should be training employers in the very simple statistical procedures needed to determine the effect of testing on minority hiring—and what to do about the results. And finally, we should delineate the role that testing should take in the total selection process, and improve the other elements so that they reach the same standards we require of tests. If the best we can do is to continue to run a specific validity study for each specific job we run across, we should stop milking both plaintiffs and defendants, and let them fight it out in court according to their own ground rules, which would probably end up being no worse than ours.

Richard Barret has seen some horrendous practices, but many of the cases he cited were probably flagrant attempts to unfairly discriminate on the basis of testing, and the abuses could be uncovered without resort to a criterion study. But there are thousands of employers who are doing their best in the selection process but because of our adherence to concepts which are no longer valid, are being forced into less objective, less productive methods both for them and their hires. It is time for us to recognize that the concurrent and predictive validity models have very limited practical application and to address ourselves to what contributions psychology **can** make in the employment process.

George G. Gordon, Ph.D.
Hay Associates
Philadelphia, Pa. 19103

NEW TIP DEPARTMENT ANNOUNCED

Effective with this issue, **TIP** announces the initiation of a new classified advertising section. Ads will be accepted in a variety of classifications including positions wanted, positions available, publications, consultants, placement services, and other appropriate categories. Innovative uses will be welcomed. Both standard format and bordered boxes will be available. Box numbers for those not wishing to identify themselves in the ads will be available at a small additional fee. Rates are 10 cents per word for standard format; box rates will be announced in the next issue.

Positions Available

Organizational Psychologist
Washington, D.C. area, \$20-30,000
range plus generous fringe package
Major component contract research
with defense agencies; liaison with
sister companies required.
Reasonable costs of relocation
provided. Contact: Dr. Dale D.
Shaw, Behavioral Science Corp.,
1100 Glendon Ave., Los Angeles,
90024. Phone: 213-478-8240.

Psychologist, applied behavioral scientist. Experience with assessment centers, attitude and motivation studies, and test validation required. Ph.D., licensable in Ohio professional prerequisites. Contact: Thomas F. Wade Manager, Corporate Executive and Professional Placement, National Cash Register Co., Dayton, OH 45479

EEO (Continued)

colleagues for the loan of one. By the time this issue of **TIP** is in your hands, the open hearings on the draft will probably be over, but there may still be time for individual comments to representatives of the agency.

(Cont'd on page 29)

Announcements

THE BASS-VALENZI MANAGEMENT STYLES PROFILE -- a survey feedback procedure

PURPOSE

- To increase awareness of the manager's system of his subordinates and himself.
- To highlight discrepancies between a manager and his subordinates.
- To diagnose factors affecting satisfaction and effectiveness.
- To diagnose appropriateness of a manager's management style.
- To provide an organizational survey using an open systems model.

METHOD

APPLICATIONS

Computerized displays of each manager's profile
Matched anonymous subordinate analyses
31 factored scales
Integrated systems model

- 0.0. Workshops
- Management development programs
- Individual counseling
- Measurement of change efforts

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graph LR
    A[INPUTS →] --> B[WITHIN-SYSTEM RELATIONS →]
    B --> C[MANAGERIAL STYLES →]
    C --> D[OUTPUTS]
  
```

PRICE: \$30 PER MANAGER PROFILE
INQUIRIES ARE INVITED FROM AGENCIES, BUSINESS FIRMS AND CONSULTANTS

TRANSNATIONAL PROGRAMS CORPORATION 54 MAIN STREET SCOTTSVILLE NY 14546 716/899-1180

| Sample PROFILE kit containing manager and subordinate questionnaires, Quantity
| counselor's guide and computer print-out of a manager's PROFILE..... \$1.00 ea.

10 OTHER SELF-GUIDED TPC PROGRAMS

PROSPECTS (For career counseling).....	\$10.00 ea.
PAXIT (Effectiveness of five managerial styles).....	\$10.00 ea.
PROFAIR (Effective utilization of women personnel).....	\$10.00 ea.
PROSPER (Effective utilization of black personnel).....	\$10.00 ea.
PROCESS (Eight integrated quasi-T group sessions).....	\$20.00 ea.
Administrator's Manual for PROCESS.....	\$25.00 ea.

| Mail to

Bill to: (if different)

**National Survey of Business Executives on Training in
Industrial Psychology: Study II Graduate Training**
Alexis M. Anikeeff
The University of Akron

The purpose of this study was to expose as many prospective industrial-organizational courses, subject matter areas, or sub-specializations as reasonably possible, for consideration by corporate executives. The objective being to create a platform of stimuli from which executives could express their points of view. Moreover, in order to assure a higher degree of face validity, prospective subject matter areas were presented in the more meaningful format of a single comprehensive program, complete with course titles, course sequences, and subspecialization clusters, rather than in less structured categorical groupings. Needless to say, the program which evolved under the foregoing conditions proved to be so comprehensive that it could not reasonably be implemented by any single university, now or in the foreseeable future. However, the program in question could very readily serve as a master plan for future development of multiple programs, or multiple models of programs, serviced by a consortium of universities.

Procedure

Two hundred and thirty-three corporations, in 129 cities, and 37 states were approached for participation in this study. However, the actual sample, owing to attrition, was based upon 81 replies, representing 68 cities and 27 states.

The foregoing sample, from a percentage viewpoint, was based upon a 35% response from all firms contacted, covering 53% of the cities, and 73% of the states. It may also be noteworthy that the size of respondents' firms ranged from 500 to 200,000 employees, with 5200 as the derived median.

The largest employer in each of the 129 cities was asked to cooperate in improving a projected program in industrial psychology. When the single

largest employer was difficult to identify, letters were mailed to the several employers listed in the largest employer category by local Chambers of Commerce. As a result, 233 firms were contacted, rather than the 129 originally anticipated. Moreover, in the case of four cities, no feasible method was found to locate even an approximation of the largest industrial employer. Four cities of the original 129 were, as a consequence, excluded from the survey.

The obtained response was considered excellent when related to the tasks assigned to the respondents; namely, review, evaluate, and comment upon the contents of an enclosed fourteen-page projected master plan type of industrial psychology program. The program in question covered five phases in comprehensive fashion from an undergraduate industrial core, through the master's and doctor's basic requirements, to the industrial doctoral foundation areas, then extended beyond to seven doctoral concentration areas. Note here that the 1970-71 Guidelines suggest five areas of concentration. All of the five suggested areas were included as well as two additional areas: Training and Developmental Psychology, and Statistical and Psychophysical Psychology. In brief, a total of 85 psychology courses plus cognates were included in the program. See Table I. It is noteworthy that the foregoing matters plan type of program was itself developed on the basis of suggestions obtained from a nationwide survey of all psychology departments teaching graduate courses in industrial-organizational psychology.

The letter which solicited support from the executives and accompanied the fourteen-page program, was addressed either to the highest ranking

Table I
**Contents of Fourteen-Page Projected
Industrial Psychology Program**

	Number of Cognate Courses	Number of Psychology Courses
Phase I Undergraduate	11	13
Masters Core		5
Doctoral Core		12
Industrial Ph. D. Core		8
Industrial Ph. D. Specialization:		
Personnel Psychology	11	
Social and Organizational Psychology	7	
Engineering Psychology	8	
Statistical and Psychophysical Psychology	5	
Consumer and Marketing Psychology	5	
Clinical and Counseling Psychology	5	
Training and Developmental Psychology	6	

(1) Credit in established courses varied from 2 to 5 quarter hours. However, credit for projected courses was largely undetermined and therefore excluded from the proposed program.

corporate officer whose name was known, or to the Vice-President of Industrial Relations when no appropriate name was available. Two requests were made in the letter: 1. Suggestions for improving the program, including an opinion about a cooperative internship, and 2. A description of positions for which an industrial psychology graduate would be hired in the respondent's organization. A description of the work performed by industrial psychologists was also included in the letter, as a means of familiarizing those executives who were not otherwise informed of such matters.

Discussion of Results

As in an earlier study (Anikeeff, 1970) respondents failed to agree with any large degree of unanimity about the manner in which an exhaustively comprehensive master plan for an industrial psychology program should be improved. See Table 2.

The largest percentage of cor-

porations, namely 14%, suggested additional courses in training as a means of improving the projected program. Note that training is carried as a concentration area in the program, unlike its position in the four models mentioned earlier. Note also that 22% of the corporations professed that they would employ industrial psychologists in the training area. See Table 3.

Eleven per cent, the second largest number of firms, thought that additional emphasis should be placed upon statistics. It is noteworthy that statistics is also presented as an area for concentration in the program reviewed by the business executives. The 1970-71 Guidelines place statistics in the basic psychology area rather than into an area of concentration. The foregoing Guidelines do suggest, however, that there is a need for a true expert in the area of quantitative methodology. Moreover, one corporation mentioned that it would hire an industrial psychologist for work in the area of statistics.

Table 2
Suggestions for Improvement of Graduate Program

Opinions I.	Rank	Number of firms	Percentage of firms
1) Good, encompassing, impressive and comprehensive as it stands	1.0	54	66
2) Training	2.0	11	14
3) Statistics	3.0	9	11
4) Computer and Data Processing	4.0	8	10
5) Testing	5.5	7	9
6) Internship	5.5	7	9
7) Evaluation	7.0	6	8
8) Labor Relations	9.0	5	6
9) Motivation	9.9	5	6
10) Communication	9.0	5	6
11) Economics	11.5	4	5
12) Arts & Humanities	11.5	4	5
13) Organizations	14.0	3	4
14) Physics	14.0	3	4
15) Man-Machine Systems	14.0	3	4
16) Marketing	18.5	2	3
17) Group Dynamics	18.5	2	3
18) Motion and Time Study	18.5	2	3
19) Systems Analysis	18.5	2	3
20) Civil Rights	18.5	2	3
21) Engineering Design	24.5	1	1
22) Business	24.5	1	1
23) Criterion Development	24.5	1	1
24) Ethics and Professional Problems	24.5	1	1
25) Interviewing Techniques	24.5	1	1
26) Applied Industrial Psychology	24.5	1	1
27) Management Development	24.5	1	1
28) Safety	24.5	1	1

(1) Note: Graduate program would be improved if greater emphasis were placed upon the area indicated.

Table 3
Job Areas

Name	Frequency	Rank	Percentage of Firms
Personnel	24	1.0	30.0
Training	18	2.0	22.5
Industrial Relations	14	3.5	17.5
Personnel Research	14	3.5	17.5
Labor Relations	13	5.5	16.0
Human Factors	13	5.5	16.0
Employment	9	8.0	11.0
Development	9	8.0	11.0
Testing	9	8.0	11.0
Industrial Engineering	7	10.0	9.0
Evaluation	6	11.0	8.0
Selection	5	13.0	6.0
Organization	5	13.0	6.0
Wage and Salary	5	13.0	6.0
Counseling	4	15.0	5.0
Job Evaluation	3	17.5	4.0
Consumer and Marketing	3	17.5	4.0
Manpower Planning	3	17.5	4.0
Management Career	3	17.5	4.0
Educational Research	2	20.5	2.5
Consulting	2	20.5	2.5
Training Conference Leader	1	25.0	1.0
Technical Recruiter	1	25.0	1.0
Production Supervisor	1	25.0	1.0
Communications	1	25.0	1.0
Life Sciences	1	25.0	1.0
Statistics	1	25.0	1.0
Interviewer	1	25.0	1.0

Forty-seven firms from a total of 107 responded to an internship query in an earlier study (Anikeeff, 1970). Slightly over one-half (55%) were favorably disposed to the question. On the other hand, 45% looked upon an internship with disfavor. In the present study, nine firms responded to the issue: seven favorably, two with disfavor. Perhaps of particular interest is the fact that the internship issue was ignored by 89% of the respondents in the present study, and by 56% of the corporations in the earlier study.

The foregoing results seem to suggest that corporations are somewhat less than overwhelmed at the prospect of participating in a cooperative internship program with universities. If, as the 1970-71 Guidelines suggest, an internship is a very significant part of doctoral training, particularly for the practitioner, it appears that some public relations work may be in order for industrial psychologists who may seek to establish such programs in industry.

Conclusions

The practical implications of this study suggest that:

1. A doctoral degree recipient in industrial-organizational psychology might well find a position in almost any geographical area in United States.

2. The position for which the Ph.D. in industrial-organizational psychology applies could carry as many as 28 different occupational titles. Quite possibly, none of the positions would include the term psychology, or its derivatives in their titles.

3. Results of the survey seem to suggest that training as well as statistics should be considered as prospective candidates for fields of concentration. The two foregoing areas would then be added to the five areas now proposed by the 1970-71 Guidelines; namely, personnel-industrial, organizational - social,

clinical - industrial, marketing and consumer, and engineering psychology.

4. The time may have come to pause momentarily in our model - building activity, consolidate our knowledge, then test the adequacy, integrity and relevance of the models which we have built. While Models I and, to a lesser extent, II have survived the test of time as well as the test of trial; Models III and IV, are largely embryonic. As embryonic models they lend themselves particularly well to systems analysis techniques employed by model-makers to test their models. We could, for example, prepare mission profiles for hypothetical graduate students selecting widely divergent areas of specialization. Are all undergraduate majors equally acceptable for prospective Model III and IV industrial - organizational psychologists? If not, what additional problems are created by the lack of prerequisites or course sequences when graduate students prefer to range widely without committing themselves to any particular administrative college unit, school, or division? Could we arrange for blanket permission to forego course sequences and prerequisites for our Model III and IV students? Will Model III and IV students be forced to spend a greater portion of their lives in graduate training than our Model I and II students? Perhaps we should let our hypothetical students answer questions of the foregoing nature before exposing our real students to the prospect of being pawns in our educational bureaucracy?

5. Industrial - organizational psychologists who develop their graduate programs in traditional academic isolation; namely, without considering ideas expressed by industrial, governmental, business, or other non-academic organization may well be losing both a substantial amount of potential outside support,

as well as some earthy advice which could add more than a mere semblance of face validity to their programs.

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U.S. Department of Commerce, **Statistical abstract of the united states**, Bureau of the Census, U. S. Government Printing Office, 1962.

WORKSHOP ON THE ASSESSMENT CENTER METHOD

Psychologists interested in starting an assessment center or aiding companies using the assessment center method will benefit from attending this one week workshop. The workshop will provide: information on starting and conducting assessment centers, the opportunity to experience examples of typical assessment exercises, and the chance to see how various portions of assessor training are conducted. Workshop participants will gain practical experience by participating as a participant, assessor, and administrator in a variety of assessment exercises. The training of prospective assessors in interviewing skills and in observations of behavior will be stressed. Topics that are covered by the workshop are: how to get management acceptance of a program, initial planning, how to select the dimensions to assess, selection of exercises, participant selection, assessor selection, design of assessor training and assessment center, center administration, summary reports, writing reports, use of center reports, feedback to participants, use in corporate development planning, as a stimulant to self development, and design of research into effectiveness. Four days of the workshop will be led by Dr. **William C. Byham**, President of Development Dimensions, Inc. and one day will be led by Dr. **Douglas W. Bray** of AT&T. For further information contact, Development Dimensions, Inc., 250 Mt. Lebanon Boulevard, Suite 419T, Pittsburgh, Pennsylvania 15234.

RECOMMENDED TRAINING SETTINGS

AND

PATTERNS IN PROFESSIONAL PSYCHOLOGY

Adopted by

National Conference on Levels and Patterns of Training in Professional Psychology.

Vail, Colorado. July 28, 1973

Sponsored by

American Psychological Association
National Institute of Mental Health

Recommendations

It is the judgement of this task group that the development of psychological science has sufficiently matured to justify creation of explicit professional programs, in addition to programs for training scientists and scientist-professionals.

The task group recognizes the variety of new organizational settings within which professional training programs have begun to develop: e.g., medical schools; departments, schools, and colleges of education; free-standing schools of professional psychology; autonomous professional schools in academic settings; in addition to departments of psychology in universities. It also recognizes the shaping influence of the administrative and organization setting upon the quality and effectiveness of the professional training program.

Rather than seeking to define the variety of new settings favorable to the development of professional training, we chose to set forth the following criteria that any setting should meet in order to effectively plan and conduct professional training in psychology.

These criteria shall apply to any content or specialty area in the field of psychology which now or in the future plans to be involved in professional training, e.g., school, clinical, or social.

Recommendation No. 1 - Settings and Criteria:

1. The content of professional practice and training shall be rooted ideologically and theoretically in comprehensive psychological science rather than in medicine, education, religion, or any other less comprehensive and less relevant discipline.

2. Principles of affirmative action:
a. Resources for professional training shall include ethnic minorities and women at all levels of the training enterprise; i.e., administration, faculty, students, and field experiences.

b. Those resources in adjunct roles or lower levels of professional training shall have the option and assurance to receive the training necessary to perform at all levels of the practice enterprise.

3. Minority client involvement:
a. Services in which professional training and practice are provided shall be congruent with the needs of the full range of clients of the community.

b. The process of program evaluation shall include ethnic minorities and women clients as equal participants.

We further recommend to funding agencies that funding support of professional training programs shall be dependent upon fulfillment of these criteria by the settings within which the training programs are located.

We also recommend to the American Psychological Association that accreditation criteria for professional training programs be modified and expanded to include fulfillment of these criteria regarding settings.

Recommendation No. 2 - Degree Labels:

We recommend that completion of doctoral level training in explicitly professional programs be designated by award of the Doctor of Psychology degree and that completion of doctoral level training in programs designed to train scientists or scientist-professionals be designated by award of the Doctor of Philosophy degree. We re-emphasize that the creation of professional Doctor of Psychology programs in no way inhibits the initiation or continuance of scientist or scientist-professional programs leading to the Ph.D. We also re-emphasize that skills in problem analysis, program design, and evaluation are integral components of doctoral level professional function. Where primary emphasis in training and function is upon direct delivery of professional services and the evaluation and improvement of those services, the Doctor of Psychology degree is appropriate. Where primary emphasis is upon the development of new knowledge in psychology, the Ph.D. degree is appropriate.

We realize that use of the Doctor of Psychology designation in presently operating programs may be administratively and politically difficult. Employment of the Doctor of Psychology degree should therefore be encouraged mainly in new programs and in those where changes

from a traditional form to an explicitly professional program identity are brought about.

It is desirable to move toward uniformity in degrees of professional psychology at all levels. It is recognized that a wide variety of degree titles at non-doctoral levels now exists throughout the country. Therefore, at this time, we recommend training institutions in professional psychology employ degree labels appropriate to their local situations. In the future, efforts to attain greater uniformity are strongly recommended.

Recommendation No. 3 - Levels of Professional Training:

1. In the development of professional training programs or institutions, priority shall be given to those programs that either address multiple levels of training or demonstrate clear articulation with programs and institutions at other levels. Examples of the implementation of this would be consortia of faculties or the development of multiple levels of training within a program.
2. We recommend that the concept of "career ladder" be replaced by the more inclusive concept of "career lattice", so that the distinction between levels of training in professional psychology is not meant solely to suggest increasing competence in skills but is instead based upon functional differences of skills (i.e., performance of different functions, involvement in different domains of enterprise, etc.).
3. The development of the foregoing statements and recommendations is not meant to imply that such programs implicitly or explicitly create special role definitions for the typically disenfranchised groups in the discipline of psychology (i.e., women and minorities). Nor are these recommendations meant to imply that a disproportionate weight or

number of the disenfranchised should be confined in the "lower level" programs. Therefore, the admissions policies and procedure of upper level programs shall set a higher priority on the recruitment, admission, retention, and graduation of minority and women students. These concerns are addressed to all degrees (i.e., professional degrees and research and scientists' degrees) within the training setting.

Moreover, the support systems for such students (i.e., counseling, financial support, skill development, access to faculty in close association, etc.) should be evaluated in terms of the expected institutional commitment to maximize student program completion, particularly as it relates to the increased commitment to recruitment of minorities and women. In addition, minority and women faculty equally require close attention to their need for equality in recruitment, support, promotion, and retention.

Recommendation No. 4 - Quality Control and Accreditation:

In the spirit of criteria for professional training emphasizing varied settings for multiple levels of training, a new or expanded accrediting process (such as a commission on accreditation) be created to include not only representation from relevant groups from APA, but also state psychological associations, students and consumers. One of the primary tasks of this expanded accrediting process should focus not only on the quality of training, but also on the relationship of various settings (e.g., community, college, doctoral program) for professional training so that a program which concentrates its training on distinct roles at one level of training is related to training programs which concentrates its training on distinct roles at one level of training is related to training programs emphasizing other programs at other

levels. Thus, the accreditation of professional training will focus on the interrelationships of the various training programs.

4. The value of professional service and training for its own sake shall be clearly evidenced by administrators at all levels responsible for the operation and financial support of the program.

5. In order to ensure a continuing professional emphasis throughout the program, the director and a significant proportion of voting faculty shall consist of psychologists themselves actively and currently engaged in professional services.

6. The policies governing employment conditions of faculty members shall attach equal weight to performance of professional service and training as to theoretical and basic research and other scholarly activities.

7. Financial support for professional training shall be sufficient in amount and dependably available from the sponsoring institution.

8. The training program shall include a significant proportion of field experience at all training levels, and such field experiences shall be integrated with theoretical and didactic education throughout the course of the educational experience.

9. Evaluation of the program shall be conducted systematically and regularly (no less than annually) by faculty, students, and client representatives involved in and affected by the program.

10. Institutions involved in professional training have a responsibility to maximize student program completion. Students and faculty

(Con't on page 31)

OFFICIAL DIVISION MINUTES AVAILABLE

In connection with the annual convention this past August, meetings of both the incoming and outgoing Executive Committees were held. In the interest of space conservation in **TIP**, these minutes will not be reproduced except for items of news which appear elsewhere in this issue. For this reason, members who are especially interested may request copies of these minutes from Secretary Thayer (170 Sigourney Street, Hartford, Connecticut). They provide a detailed record of developments in Council (also regularly reported in the **APA Monitor**), treasurer's report, reports from each of the committees, the Vail Conference (see Doug Bray's article elsewhere in this issue of **TIP**), the ad hoc Committee on **Amicus Briefs**, the division's attempts to get the Department of Labor to retain an Advisory Committee, state licensing and related matters, and the letter of tribute to Rains Wallace. Plans for the coming year from each of the committees are presented in the minutes of the incoming committee.

FELLOWSHIP NOMINATIONS

The membership is reminded that the time is NOW for fellowship nominations to be submitted to the Fellowship Committee. The chairman of this committee, Dr. **Lyman Porter**, can provide information, nomination forms, and procedural instructions. Since becoming a Fellow of APA operates only through the divisions, and since provision is made only for nomination (instead of application), it is critically important that members accept the responsibility for seeing that qualified individuals are identified and documentation is assembled. Write Dr. L. W. Porter, Dean, Graduate School of Administration, University of California, Irvine, California, 92644. If you prefer you may call him at 714-833-5335.

Milton D. Hakel

WALLACE (Continued)

received his Bachelor's Degree in 1934, his Master's Degree in 1935 and the doctorate in 1937. His work on vision and perception was published in the finest journals of the day. Early in his career he established a pattern which he followed throughout his life: he not only engaged in scholarly work on his own, but he also took responsibility for supporting the scholarship of others. During World War II he headed research efforts on the selection of air crew members, and at LIAMA he built what is today the world's finest center for the application of psychological methods and theories to organizational problems. Rains' own research at LIAMA centered on the selection and development of life insurance agents. His Annual Review chapter (co-authored with Weitz) and his Division 14 presidential address "Criteria for What?" are models of scholarly thinking. Rains served on the editorial board of **Contemporary Psychology** from its inception and most recently was editor of **Personnel Psychology**. Running throughout his scholarship was the vision that research and application are interdependent.

Rains was a wise and effective leader. His skills were widely known and admired. They were manifest in his work in the Army Air Corps, as chairman of Psychology at Tulane, as Vice-President for Research at LIAMA, as Behavioral Science advisor to the Secretary of Defense, as president of the American Institutes for Research and as chairman at Ohio State. His leadership also extended into the community, most notably with the Community Chest.

Rains' death is a tragic loss to Psychology and to Ohio State University, but we celebrate and will always remember the fine times we had with him.

APA DIVISION 14 FINANCIAL STATEMENT

As of June 30, 1973

DIVISION ACCOUNT Current Year
1972-73

Balance as of June 30, 1973 \$6,011

Income over the year

Dues & Assessments	9,470
Transfer from Workshop Treasury	
Advertising in TIP	170
Sale of reprints (TIP)	
Adjustment for convention expense	89

TOTAL \$9,729

Expenditures over the year

Printing & Mailing	1,242
Newsletter (TIP)	2,543
Committee Expenditures	5,179
Awards to Past Presidents	24
Dissertation Award	500
Amicus Curiae Brief	500
Contribution (ICTR)	

TOTAL \$9,988

COUNCIL (Continued)

APA and CAPPs because of the CAPPs contention that APA is not sufficiently responsive to professional-practice issues. Since this issue is very complex and since many Division 14 members are probably not well informed about it, the Executive Committee hopes to have a full statement in this regard available for publication in **TIP** in a forthcoming issue.

The next meeting of Council will be on January 18-19, 1974. The Division's four elected representatives will be in attendance: **Lyman Porter**, **Ed Lawler**, **Vic Vroom**, and **Mary Tenopyr**'s term of office begins in January immediately following the next meeting of Council.

AMICUS CURIAE BRIEF ACCOUNT

(as of August 1, 1973)

Income

Purchases and contributions \$7,500

Expenses Paid

Legal fees and expenses	
\$6,500	
Printing	355
Postage, phone, etc.	57
	\$6,912

Balance on hand \$ 587

Bills Outstanding

Postage, travel, phone	
\$ 321	
Legal fees and expenses	477
	\$ 798

Balance Needed \$ 210

CATTELL FUND ACCOUNT

Current Year
1972-73

Balance as of June 30 \$4,116

Income over the year

Contribution from
Cattell Fund

TOTAL

Expenditures over the year

Printing and mailing	244
Meetings of committee	
Awards	700

TOTAL \$ 944

EEO (continued)

responsible. Names and addresses are included with the draft **TIP** received. Eventually a "final draft" will be published for comment in the Federal Register. Not until that time or later will the guidelines become binding.

GUION (Continued)

home for programs in industrial psychology. Many industrial psychology department programs are dying rapidly. And I think that what the Division is going to have to do during the coming year is to somewhat take sides on this issue in a total association context, because the CAPPS and State Association groups are vying for control of the organization and it will become a much different kind of organization if they get that control. The Vail Conference gave its attention almost exclusively to professional training where there is little or no science training involved anyway. For this reason, it was concerned about psychology where it exists and at whatever level it exists, and for this reason, it is not a strictly doctoral kind of conference; we are encouraging the development of personnel technicians at the AA and Bachelor of Arts levels as well as Masters level people who can do many of the kinds of things that the Ph.D. industrial psychologists find routine.

TIP: At one of the sessions yesterday, Jim Naylor mentioned that he thought that industrial psychology seemed to be moving back from the business schools to the departments of psychology, reversing the trend of recent years. What's your reaction to that view?

Guion: I hope he's right, but I doubt it. I doubt it for two reasons. One is that I'm not convinced that there is enough acceptance of industrial and organizational psychology in psychology departments, with the possible exception of some of those who have a strong, and not necessarily clinically-oriented, community psychology program, to give us a reasonable home in large numbers of institutions. The other reason that I doubt it is that organizational people, that is management people, are and have for long periods of time been, pretty gullible. Remember Ross

Stagner's article entitled "The Gullibility of Personnel Managers" from years back? I think that any clever pitch man from a business school looking to improve his consulting status will always find a position for himself and his students in modern industry.

How cynical can you get? I think I'd better temper that last comment a little bit. I think there are many business school programs in psychology that are excellent. I visited one school last spring where there is a strong relationship between the business school and the psychology department, and those who go through an organizational psychology program in the business school are getting a very solid and scientific foundation, as well as the practical applied work and the organizational theory. What I'm reacting to is a very personal experience with some graduates of three different organizational programs, each of which has taught its graduates one specific orthodoxy with no methods for testing the validity of the orthodoxy. This is what I reacted to in that last question. Other than that I think organizational psychologists are going to have to become **true** organizational psychologists, which means that they do research on organizations and the things that happen to them. I think that there is no real great difference between traditional industrial psychology and what has become called organizational psychology so far as the topics are concerned. I think the difference has been more in methods and I would like to see more rigor in the methods, regardless of what people call themselves. That goes for us traditionalists too.

These have been off-the-cuff comments I'll probably regret. Actually, the issue of **where** the training is done is not very clear because it's the wrong issue. The

real issue is what gets learned. In business schools or in psych departments, the important question is whether students get from their education both the desire and skill to question, to formulate both primary and alternative hypotheses as possible answers, and to evaluate these alternatives competently.

FLEISHMAN (Cont'd)

6. Develop for circulation, position papers on **professional** education in industrial/organizational psychology and **continuing** education beyond the Ph.D.

7. Develop data on the current status of industrial/organizational psychology in business schools.

8. Review the criteria for Fellowship status and continue to recommend for Fellow status members of high achievement.

9. Continue to expand our membership through the induction of APA members qualified as industrial/organizational psychologists.

10. Encourage scientific achievement in industrial/organizational psychology through awards for (a) best dissertation, (b) best journal article, (c) best research design.

11. Develop a directory of available speakers in industrial/organizational developed areas.

12. Educate the public and students about industrial/organizational psychology through additional media and through circulation of the new industrial/organizational brochures.

13. Continue to increase communication among our members through the timely publication and continued upgrading of **TIP**.

14. Develop an outstanding Division 14 program and workshop series on current scientific and professional topics for next year's APA convention.

15. Provide relevant information to members and develop liaison activities with appropriate agencies so that Division 14 members may apply their research and skills to areas of social concern with impact on public policy.

Additionally, we recognize the pivotal position of Division 14 in APA affairs and its future course. Through effective relations with other divisions and with the APA institutional structure, we hope to play an effective role.

There is much to do. Your Executive Committee looks forward to your involvement and assistance.

PROFESSIONAL TRAINING CONFERENCE (Cont'd)

need appropriate financial, academic, and psychological support systems. This responsibility and these support systems shall be criteria for all training settings. Examples of these support systems include relevance of curriculum, access to appropriate role models, provision for redress of grievances, and non-discriminatory treatment.

In setting forth these criteria for settings within which professional training programs can develop, there is no intent to constrain departments of psychology in universities or other settings from seeking to provide or continuing to provide types of educational preparation or training other than professional; e.g., scientist professional training or research and other scholarly activities.

LAST CALL FOR LISTING IN SPEAKERS' DIRECTORY

A reminder to all I-O Psychologists who would like to be listed as available for speaking engagements: Mail your completed speaker questionnaires to:

Dr. Olga E. Engelhardt
Chairperson, Department of Psychology
North Central College
Naperville, Illinois 60540

ADVERTISING INFORMATION

The Industrial - Organizational Psychologist, a publication devoted to professional developments in the field of industrial and organizational psychology. Serves as Newsletter of Division 14 of APA and is a forum for the discussion of issues and challenges facing the profession. Published three times per year — Fall, Spring, and Summer.

Guaranteed circulation of 1,800. **TIP** is sent

to leaders of the field in the industrial and academic communities, and to the most influential members of the American Psychological Association — APA Officers, The Board of Directors, Presidents of all Divisions of APA and Editors of all psychological Newsletters. **TIP** is also distributed to advanced graduate students of industrial psychology and to libraries and graduate schools training industrial psychologists.

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CLOSING DATES February 15, June 15, and October 15.

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